

Reading Problems: A Multidisciplinary Perspective

Otto, Wayne

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Reading Problems A Multidisciplinary Perspective

Dark, Melissa Jane



Reading Problems A Multidisciplinary Perspective:

Reading Problems Wayne Otto, Nathaniel A. Peters, Charles W. Peters, 1977 **Reading Problems** Margaret Ann Richek, Lynne K. List, Janet W. Lerner, 1983 Acts of Reading Hiroshi Nara, Mari Noda, 2002-09-30

Students who have completed a year of German read Brecht in their second year those of Spanish read Cervantes Teachers of first and second year Japanese can often find nothing comparable Why aren't your students reading literature they are asked Why not Soseki Or Murakami What are instructors of Japanese doing wrong Nothing according to the authors of this volume Rather they argue such questions exemplify the gross misunderstandings and unreasonable expectations of teaching reading in Japanese In Acts of Reading the authors set out to explore what reading is for Japanese as a language and how instructors should teach it to students of Japanese They seek answers to two questions What are the aspects of reading in Japan as manifested in Japanese society What L2 second language reading problems are specific to Japanese In answering the first and related questions the authors conclude that reading is a socially motivated purposeful act that is savored and becomes a part of people's lives Reading instruction in Japanese therefore should include teaching students how to work with text as the Japanese do in Japanese society The second question relates more directly to traditional concerns in L2 reading The authors begin with a general theory of reading They then offer a welcome glimpse into the rich and complex perspectives sometimes conflicting other times symbiotic on what reading is and how it is performed in L1 and L2 and most importantly on the web of interconnections between the phenomenology of reading and the demands it places on teaching approaches to reading in Japanese With essays by Charles J Quinn Jr Fumiko Harada and Chris Brockett Foreword by J Marshall Unger *Biological Perspectives on Language* David Caplan, André Roch Lecours, Alan Smith, 1984

Profoundly influenced by the analyses of contemporary linguistics these original contributions bring a number of different views to bear on important issues in a controversial area of study The linguistic structures and language related processes the book deals with are for the most part central syntactic structures phonological representations semantic readings rather than peripheral acoustic phonetic structures and the perception and production of these structures aspects of language Each section contains a summarizing introduction Section I takes up issues at the interface of linguistics and neurology The Concept of a Mental Organ for Language Neural Mechanisms Aphasia and Theories of Language Brain based and Non brain based Models of Language Vocal Learning and Its Relation to Replaceable Synapses and Neurons Section II presents linguistic and psycholinguistic issues Aspects of Infant Competence and the Acquisition of Language the Linguistic Analysis of Aphasic Syndromes the Clinical Description of Aphasia Linguistic Aspects The Psycholinguistic Interpretation of Aphasias The Organization of Processing Structure for Language Production and The Neuropsychology of Bilingualism Section III deals with neural issues Where is the Speech Area and Who has Seen It Determinants of Recovery from Aphasia Anatomy of Language Lessons from Comparative Anatomy Event Related Potentials and Language Neural Models and Very Little About Language David Caplan

M D edited Biological Studies of Mental Processes MIT Press 1980 and is a member of the editorial staff of two prestigious journals Cognition and Brain Roch Lecours is Professor of Neurology and Allan Smith Professor of Physiology both at the University of Montreal The book is in the series Studies in Neuropsychology and Neurolinguistics

A Longitudinal Study of Dyslexia Hans-Jörgen Gjessing, Bjorn Karlsen, 2012-12-06 Psychological and educational researchers in the Scandinavian countries have cooperated in a research effort relating to children's learning disabilities for more than a decade Support has come from the federal governments and other funding agencies in Norway Sweden and Denmark through the Secretariat for Scandinavian Cultural Cooperation A number of independent studies have already been published dealing with various aspects of learning disabilities in the literacy skills of reading and writing The largest and most comprehensive study was the Bergen Project a longitudinal study of an entire cohort of children with special emphasis on those who developed specific learning disabilities in reading and writing dyslexia These dyslexic children were studied diagnosed and treated over a period of nine years along with various control and comparison groups which included a large subgroup with general learning disabilities retarded The Bergen Project involved the collection of voluminous data The children were identified by means of special diagnostic tests and treated using remedial materials and techniques that had been developed to deal with various types of dyslexia The ophthalmology team not only tested the children but they also prescribed and provided glasses and even performed surgery when necessary The pediatric neurologists did general pediatric and neurological examinations following up many of the cases with EEGs and CT computerized tomography brain x rays

Theoretical Models and Processes of Literacy Donna E. Alvermann, Norman J. Unrau, Misty Sailors, Robert B. Ruddell, 2018-10-03 The Seventh Edition of this foundational text represents the most comprehensive source available for connecting multiple and diverse theories to literacy research broadly defined and features both cutting edge and classic contributions from top scholars Two decades into the 21st century the Seventh Edition finds itself at a crossroads and differs from its predecessors in three major ways the more encompassing term literacy replaces reading in the title to reflect sweeping changes in how readers and writers communicate in a digital era the focus is on conceptual essays rather than a mix of essays and research reports in earlier volumes and most notably contemporary literacy models and processes enhance and extend earlier theories of reading and writing Providing a tapestry of models and theories that have informed literacy research and instruction over the years this volume's strong historical grounding serves as a springboard from which new perspectives are presented The chapters in this volume have been selected to inspire the interrogation of literacy theory and to foster its further evolution This edition is a landmark volume in which dynamic dialogic and generative relations of power speak directly to the present generation of literacy theorists and researchers without losing the historical contexts that preceded them Some additional archival essays from previous editions are available on the book's eResource New to the Seventh Edition Features chapters on emerging and contemporary theories that connect directly to issues of power and contrasts new models against more established

counterparts New chapters reflect sweeping changes in how readers and writers communicate in a digital era Slimmer volume is complemented by some chapters from previous editions available online

Theoretical Issues in Reading Comprehension Rand J. Spiro, Bertram C. Bruce, William F. Brewer, 2017-11-03 Research in cognitive psychology linguistics and artificial intelligence the three disciplines that have the most direct application to an understanding of the mental processes in reading is presented in this multilevel work originally published in 1980 that attempts to provide a systematic and scientific basis for understanding and building a comprehensive theory of reading comprehension The major focus is on understanding the processes involved in the comprehension of written text Underlying most of the contributions is the assumption that skilled reading comprehension requires a coordination of text with context in a way that goes far beyond simply chaining together the meanings of a string of decoded words The topics discussed are divided into five general areas Global Issues Text Structure Language Knowledge of the World and Inference Effects of Prior Language Experience and Comprehension Strategies and Facilitators and represent a broad base of methodology and data that should be of interest not only to those concerned with the reading process but also to basic science researchers in psychology linguistics artificial intelligence and related disciplines

Content Area Reading Anthony V. Manzo, Ula Casale Manzo, 1990 A content reading methods text that takes a quick start heuristic approach to imparting the skills future teachers need to improve their pupils reading ability in essential content areas Coverage of current theories and practices in comprehension assessment and heuristics is organized around pre reading guided silent reading and post reading

The Clinical Problem Solving Behavior of Classroom Teachers as They Diagnose Children's Reading Performance in Experimental and Classroom Situations Doron Gil, 1979

Towards Resilient Water Landscapes Oliver Parodi, 2010

Reading Freedom 2000 Hunter A. Calder, 2000 BOOKS IN SERIES 7 BOOKS IN READING FREEDOM 2000 PROGRAM 24 ISBN 978174020 0233 AUTHOR Hunter Calder RRP 34 95 PAGES 121 pp The Reading Freedom series is written specifically for students with reading problems suggested age 8 Adult The series is carefully structured to enable students to become independent readers The Reading Freedom 2000 Diagnostic Handbook provides a comprehensive collection of the tests and checklists a teacher needs to accurately diagnose areas of weakness in students reading The Handbook also gives teachers the tools to analyse results so they can provide the appropriate program of instruction to meet a students learning needs The tests and checklists in this Handbook have been developed from years of successful clinical diagnosis and trialled extensively with students The easy to access format allows teachers to find the tests they need quickly Notes and case studies are provided to assist teachers in their assessment and in formulating effective reading outcomes The Reading Freedom 2000 Diagnostic Handbook allows teachers to accurately place students experiencing reading difficulties in the Reading Freedom 2000 program The tests identify the levels and books of the program students should begin working with Alternatively teachers can apply the diagnostic procedures to their own reading programs

Handbook of Reading Research, Volume III Michael L. Kamil, Peter B. Mosenthal, P. David

Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed *Information Assurance and Security Ethics in Complex Systems: Interdisciplinary Perspectives* Dark, Melissa Jane, 2010-08-31 *Information Assurance and Security Ethics in Complex Systems Interdisciplinary Perspectives* offers insight into social and ethical challenges presented by modern technology Aimed at students and practitioners in the rapidly growing field of information assurance and security this book address issues of privacy access safety liability and reliability in a manner that asks readers to think about how the social context is shaping technology and how technology is shaping social context and in so doing to rethink conceptual boundaries

Pacesetters in Innovation United States. Office of Education, 1968 Information on Projects to Advance Creativity in Education in the form of a compilation of planning and operational grants **Children Listen: Psychological and Linguistic Aspects of Listening Difficulties During Development** Mary Rudner, Birgitta Sigrid Sahlen, Viveka Lyberg Åhlander, K. Jonas Brännström, 2020-12-14 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin.org/about/contact *Understanding Specific Learning Difficulties* Margot Prior, 2022-03-01 An increase in research into all facets of learning difficulties has resulted in a deeper understanding of the problems This book includes a description and explanation of reading spelling and learning difficulties provides chapters on psychological and neuropsychological assessment explains the associations between behavioural problems and learning difficulties and critically reviews remedial approaches incorporating a summary of what is known about their efficacy The importance of dealing with attendant behavioural problems and the significance of phonological knowledge in literacy learning are central themes Intended to be a succinct and accessible synthesis of current knowledge in this area this book should be of interest to professionals who encounter children with learning difficulties tertiary students and parents

Processing Inaccurate Information David N. Rapp, Jason L.G. Braasch, 2023-04-04 Interdisciplinary approaches to identifying understanding and remediating people s reliance on inaccurate information that they should know to be wrong

Our lives revolve around the acquisition of information Sometimes the information we acquire from other people from books or from the media is wrong Studies show that people rely on such misinformation sometimes even when they are aware that the information is inaccurate or invalid And yet investigations of learning and knowledge acquisition largely ignore encounters with this sort of problematic material This volume fills the gap offering theoretical and empirical perspectives on the processing of misinformation and its consequences The contributors from cognitive science and education science provide analyses that represent a variety of methodologies theoretical orientations and fields of expertise The chapters describe the behavioral consequences of relying on misinformation and outline possible remediations discuss the cognitive activities that underlie encounters with inaccuracies investigating why reliance occurs so readily present theoretical and philosophical considerations of the nature of inaccuracies and offer formal empirically driven frameworks that detail when and how inaccuracies will lead to comprehension difficulties Contributors Peter Afflerbach Patricia A Alexander Jessica J Andrews Peter Baggetta Jason L G Braasch Ivar Br ten M Anne Britt Rainer Bromme Luke A Buckland Clark A Chinn Byeong Young Cho Sidney K D Mello Andrea A diSessa Ullrich K H Ecker Arthur C Graesser Douglas J Hacker Brenda Hannon Xiangen Hu Maj Britt Isberner Koto Ishiwa Matthew E Jacovina Panayiota Kendeou Jong Yun Kim Stephan Lewandowsky Elizabeth J Marsh Ruth Mayo Keith K Millis Edward J O'Brien Herre van Oostendorp Jos Otero David N Rapp Tobias Richter Ronald W Rinehart Yaacov Schul Colleen M Seifert Marc Stadtler Brent Steffens Helge I Ströms Briony Swire Sharda Umanath

Language and Literacy Development James P. Byrnes, Barbara A. Wasik, 2012-03-23 This book has been replaced by Language and Literacy Development Second Edition ISBN 978 1 4625 4004 4

International Strabismological Association ISA 2002 Jan-Tjeerd de Faber, 2021-05-31 This volume contains the proceedings of the 9th Congress of the International Strabismological Association ISA The meeting took place in Sydney Australia from 17th to 20th April 2002 The text was written with the intention to provide the reader with information on developments in observations and therapies in strabismus and paediatric ophthalmology The format of the work follows the meeting programme and is divided into sections of oral presentations manuscripts of the posters symposia and workshop In order to assist the reader a list of keywords and authors have been added to the book

Projects to Advance Creativity in Education, 1969

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